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CHANGES IN LEARNING CONCEPTIONS AND KNOWLEDGE ARCHITECTURES: IMMERSIVE VERSUS V-LEARNING

New models of learning and present day audiovisual culture nurture high expectations for digital knowledge-transfer architectures. These expectations pave the way for demanding technologies. One trend is immersive learning merging edutainment possibilities and Second Life style virtual spaces with serious games. These are technologically demanding, but have promising perspectives pace the video-game industry.

The other trend is the reproduction of the F2F learning experience in forms that record and restructure the internal relations of lectures, presentations including their follow up and reproduce it in new video based learning architectures. The problem in the latter case is that the reproduction of the live experience, especially in case of collaborative learning models, may also be demanding technically, methodologically and “dramaturgically”.

I contrast cutting edge technologies with low-cost solutions and argue that multimedia and video-architectures should integrate didactic tools of composition and learning design, and web 2.0 based social software.

In a joint presentation I reconsider new Hungarian developments.